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ABSTRACT

This paper describes some of the research and planning methodologies employed by Community College of Philadelphia (CCP) to support facility and programmatic decision making required by a 60% increase in full-time equivalent students within a 5-year period. Following a brief introduction, the paper describes the research questions considered. The next section describes the model of student decision making that served as the conceptual basis for CCP's research, as well as four research stages: understanding participation patterns in higher education, both nationally and within CCP's service area; understanding why potential students choose CCP over another institution; comparing students who enroll on-campus with those who enroll off-campus; and establishing the types of programs, academic support, and student support services that should be offered off-campus. The next sections provide methodological information and study results for the following CCP investigations: (1) environment scanning of the underlying external forces acting on students; (2) enrollment forecasting; (3) an institutional choice survey of main and off-campus students; (4) a survey of off-campus students' educational objectives, programmatic interests, and support needs; (5) a comparison of day and evening off-campus students; (6) a comparison of off-campus students who would and would not enroll on the main campus; (7) database tracking of on- and off-campus student mobility patterns; and (8) faculty and staff evaluations of academic programs and support services available off-campus. The final sections discuss the findings and describe the influence of the research on institutional policy and planning considerations. (MAB)

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A RESEARCH MODEL TO SUPPORT PLANNING INITIATIVES FOR THE DESIGN OF ACADEMIC PROGRAMS, FACILITIES, AND SUPPORT SERVICES FOR OFF-CAMPUS STUDENTS

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JC 930 344

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A RESEARCH MODEL TO SUPPORT PLANNING INITIATIVES FOR THE DESIGN OF ACADEMIC PROGRAMS, FACILITIES, AND SUPPORT SERVICES FOR OFF-CAMPUS STUDENTS

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Introduction

This paper describes some of the research and planning methodologies employed by Community College of Philadelphia (CCP) to support facility and programmatic decision making. CCP has experienced unprecedented enrollment growth over the last half decade. In a 5-year period of time, there has been a 60 percent increase in full-time-equivalent students. This rapid growth has occurred at both on- and off-campus locations, and has created an urgent need to expand facilities and programs to insure institutional effectiveness for the increased numbers of individuals requiring services from the College. While the facility and programmatic needs of the students enrolling at the College's main campus are reasonably well-defined, the College's understanding of the programmatic and support requirements of students enrolling at off-campus locations have been less clear. Nor have the factors associated with a student's decision to attend at an off-campus location as opposed to the main campus been fully understood. Equally important has been the question of whether or not the current enrollment growth reflects a cyclical response to employment conditions in the service area, or if it represents a longer-term structural shift in the demand for education.

Research Questions

A research effort was needed to answer such critical questions as the following: (1) Why are increasingly large numbers of Philadelphia adult and traditionally-aged college students choosing to enroll at CCP to begin or continue their higher education? (2) What factors underlie the student's decision to enroll at an off-campus location as opposed to attending the main campus? (3) What are the programmatic needs of the students enrolling at off-campus locations? Do their educational and

personal goals for enrolling differ from those students at the main campus? What mixture of student and academic support services are required to insure that off-campus students are able to achieve their educational goals? (4) Under what circumstances will students enrolling at off-campus locations move to the main campus to complete their educational program of study or to obtain needed services? What barriers exist to student movement from the off-campus to the main campus location? (5) Would the College be justified in significantly expanding its main campus facility to accommodate student enrollment growth now occurring at off-campus locations, or are the students' needs and expectations at off-campus locations so different from those of students at the main campus that the College would be better off allocating additional resources to enhance and expand off-campus facilities?

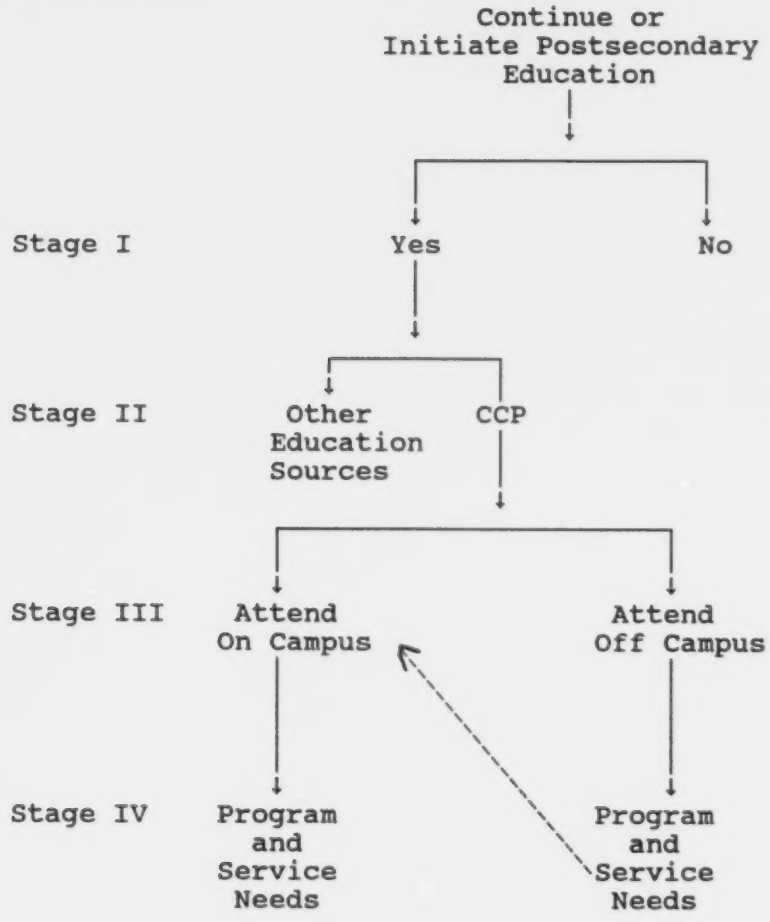
A Model of Student Decision Making

The conceptual basis for the College's research was drawn from two primary categories of research: (1) research on college choice behavior (e.g., Bers and Smith, 1987; Paulsen, 1990; Tresheim, 1990; and Zemsky, 1983) in which methodological approaches were developed for defining how potential students determined what educational options will be considered and how they differentiate among potential options to make a decision to enroll at a particular college or university; and (2) the extensive adult education literature (e.g., Cross, 1981; Graham, 1987; Hawk, 1988; and Schlossberg, 1989) which addresses the specific barriers to attendance, motivations for attending, and support and programmatic needs of adult students.

To organize the research approach used to analyze enrollment patterns and programmatic needs, the following decision model was developed outlining the decision process that prospective students went through:

FIGURE I

A MODEL OF STUDENT DECISION MAKING WITH RESPECT TO ATTENDANCE AT CCP



The model defined a need for research in four stages:

Stage I - Understanding participation patterns in higher education--nationally and within the College's service area. Creating an understanding of how socio-economic, public policy, and demographic trends influence participation patterns in higher education.

Stage II - Understanding why potential students choose CCP as opposed to some other educational opportunity. What characteristics are associated with individuals who enroll at the College? What other educational options do they consider before deciding to enroll at CCP?

Stage III - Examining the differences and similarities between students who enroll at on- and off-campus locations. What variables are associated with the location decision? To what extent can the College redirect students from one location to another?

Stage IV - Establishing the types of programs, academic support, and student support services that should be offered at off-campus locations. To what extent do off-campus students require different or less support? Can programmatic strategies be used to encourage off-campus students to eventually enroll at the main campus?

An eclectic set of research and planning methodologies was undertaken to address the issues that defined each stage of the model. The methods associated with Stages I and II were designed from a macro-enrollment perspective since the focus of these two stages was a greater understanding of higher education participation patterns in general. To this end, external information, examined within the framework of environmental scanning and enrollment forecasting processes, was

instrumental. By contrast, Stages III and IV, which defined a narrower set of enrollment concerns specific to on- and off-campus enrollments at the College, were supported by internal information gathered through student and faculty/staff questionnaires and mobility studies which tracked student movement between on- and off-campus locations.

Each of these methodological approaches and some of their associated major findings are discussed in the following pages. This discussion reflects the macro/micro dichotomy outlined in the preceding paragraph by proceeding from a general exposition of important external factors that will likely impact on future enrollment levels and programmatic needs to specific programmatic and support service needs identified by current students.

Methodological Approach - Environmental Scan

Stage I research involved a combination of environmental scan activity and what Paulsen (1990) has referred to as macro-level studies. An environmental scan process was established to understand the underlying external forces which were interacting to influence potential students' decisions to attend higher education, as well as the nature of post-secondary educational offerings that may be needed in the future. This analysis led to a broad set of planning assumptions for enrollment patterns as well as general conclusions about how educational services and programs may need to change over time at the College. The following areas were researched as a part of the College's environmental scan procedures:

Demographic Trends
Technological Trends
Workplace Trends
Legislative and Public Policy Trends
Trends in State and Federal
Financial Aid Policies

The outcomes of the Stage I research were largely qualitative assessments of key external forces that

will govern future enrollment levels and programmatic needs. The environmental scan process also helped to define forecasting variables to be used in quantitative enrollment forecasting models.

Methodological Approach - Enrollment Forecasting

The College's enrollment forecasting approaches have spanned both Stage I and Stage II issues. Mathematical modeling has attempted to capture both the impact on enrollments of the broad environmental factors identified in the scanning process as well as to capture the impact of variables which encourage attendance at CCP as opposed to other post-secondary programs. Examples of variables that have been employed in forecasting techniques include:

Population levels and projections
Labor force participation rates
Average income by education level
College attendance plans of high school seniors
Relative and absolute price differences between CCP and area four-year public and private colleges
"Purchasing power" of maximum Pell awards at four-year colleges
Measures reflecting special recruitment efforts
New campus and facility additions
Retention measures
Unemployment rates

A variety of multiple regression and trend analysis techniques have been used to try to understand which forces are most important to explaining the College's enrollment trends. While this is work in progress, several key patterns are emerging in the data.

Findings from Environmental Scan and Enrollment Forecasting Research

College enrollment demands are being strongly influenced both by cyclical factors in the economy and what appear to be structural shifts in the demand for education. Increased unemployment, particularly during the early stages of a recession, creates a demand for community

college educational services. At the same time, a large portion of the College's enrollment growth appears related to long-term trend and structural factors which suggest that the demand for community college educational programs is shifting. Examples of factors contributing to the demand shift included: the opening of a new campus in 1983 and its expansion in 1992; public policy shifts in both the award of federal financial and state support for education which has diminished the buying power of federal financial aid at four-year colleges and increased the price advantage of public two-year colleges; and image changes brought about largely by the College's heightened emphasis on transfer education which has made the College a more attractive option for students whose goals include earning a bachelor degree, and the increase in the earnings power of an associate degree.

The Work Force 2000 study issues which spoke to bifurcation of the work force into economic "haves" and "have nots" appears to be taking place in Philadelphia. Job growth is taking place in the low-paying, low-skill service area and in well-paying, advanced-skills jobs requiring post-secondary education to enter. The well-paying, moderate-skill jobs which were historically a dominant part of the Philadelphia labor market and resulted in higher education participation rates well below the national averages are declining along with the downsizing and transformation of manufacturing in Philadelphia. Evidence accumulated to date suggests that economic success in the Philadelphia work force will be much more closely tied to educational achievement than has been the case in the past. Both the results of the environmental scan and the enrollment forecasting efforts have led to the conclusion that the College's enrollments will continue to grow for several years albeit at a rate of increase that is much lower than for the preceding four years. The dampening of enrollment growth will occur as a result of the City moving out of the recession and into a period of more normal economic conditions.

Available evidence suggests strongly that off-campus student growth has the potential to exceed on-campus student growth and that facility and programming must consider the educational

needs and goals of the off-campus students. While many of the enrollment forecasting variables had similar impacts for both on- and off-campus students, there were significant differences. Off-campus students are older and more likely to be women. (In most semesters, over 70% of off-campus students are females.) Women are more likely than men to attend community colleges and to view continuing education as an option to deal with unemployment and career enhancement needs (Hawk, 1988). The growth of women's participation in the labor force has been strongly correlated with growth in the demand for the College's off-campus programs. Past facility decisions related to geographic access, convenience of services, and safety have clearly had a direct impact on the enrollment levels at off-campus locations. As discussed below, there is clear evidence that many off-campus students will not consider on-campus attendance.

The next section of the paper discusses more fully the factors which differentiate between on- and off-campus students and point to facility and programmatic needs.

Methodological Approach - Main Campus and Off Campus Student Surveys

Data related to Stages II, III, and IV were gathered in part through student surveys. An off-campus student questionnaire was designed after reviewing the national literature on student college choice and after consulting with internal constituencies concerning their specific data needs. The questionnaire included fixed-choice questions and provided opportunities for student comments to open-ended questions as well. A total of 915 useable surveys were returned, representing a return rate of 45.8%. A student data file was constructed by merging the survey information with demographic and transcript information from the institutional data base.

Data concerning the reasons why students choose CCP over another educational option (Stage II) were obtained from the off- campus student survey and a survey of main campus students that was

conducted the preceding academic year. Both surveys contained a question that asked students to identify important factors that entered into their decision to attend CCP instead of another college or school. A similar, although not identical, list of response options was associated with this question on both surveys.

Findings From Off-Campus and Main Campus Student Surveys

For students enrolled on the main campus, the most important factor in choosing CCP over another college was low tuition, while for off-campus students the convenient location of facilities was the most important factor. Other convenience factors, such as class times, the ability to work and attend college, and the registration process, were cited with greater frequency by off-campus students. In contrast, cost-related factors, such as availability of financial aid and reducing the cost of a bachelor's degree, were cited with greater frequency by main campus students.

Appearing in descending order of importance, factors cited by at least 50% of all off-campus students were: convenient location and class times, CCP's low cost, the ability to work while attending classes, the availability of specific CCP courses that were of interest, convenience of the application registration process, feelings that they had a good chance for personal success at the College, reducing the cost of earning a bachelor's degree, and the academic reputation of CCP. The students' responses were very similar to those reported by Bers and Smith (1987) in their study of non-traditional students.

In descending order of importance, factors that were important to at least 50% of main campus students were: low tuition, convenient location of facilities, the ability to work while attending classes, feelings that they had a good chance for personal success at the College, reducing the cost of earning a bachelor's degree, academic reputation of CCP, the availability of specific CCP courses that were of interest, and the availability of scholarships or financial aid at the College.

In response to a question that asked what they would do if the course in which they were enrolled was not available through CCP, most off-campus students reported they would enroll in a similar course elsewhere. Twice as many students indicated they would enroll at another public college rather than a private one. A small number of students reported they would not take a similar course if it was not available at CCP. Comparable data were not available for main campus students since this question was not on their survey.

Methodological Approach - Off-Campus Student Survey

The research that supported Stages III and IV was designed to learn more about the types of students who comprise the off- campus population and to better understand their educational objectives, programmatic interests, and support needs. A student survey was used to gather information to be used to shape future development of off-campus offerings.

The heterogeneity of community college student bodies can pose a problem for data analysts since important relationships can be masked by group differences. Graham (1987) is typical of researchers who have documented the extensive diversity of educational goals and learning-style preferences of adult students. It has therefore been suggested that discussions concerning the effectiveness of program and service delivery models in meeting the needs of diverse student subpopulations would be better informed if they were based on information drawn from carefully defined homogeneous subpopulations. Consequently, it seemed appropriate to disaggregate survey responses so as to achieve greater homogeneity within student groups. Responses to questionnaire items related to student enrollment behaviors were used for this purpose. Students were separated into subgroups based on the time of day they attended classes (day or evening) and whether they reported they would consider taking a course on the main campus (yes or no).

Findings From Day and Evening Off-Campus Students

Students were disaggregated into subgroups that were based on when their off-campus course was scheduled. Comparisons of survey responses for day and evening students indicate that the present model of program and service delivery on which the off- campus offerings were originally designed is more appropriate for students who enroll in evening classes than for students who enroll at off-campus sites during the day.

Day students reported they were less satisfied than evening students with their overall off-campus course experiences. Specific course-related factors which were cited by day students as less satisfactory than their evening counterparts were the quality of instructors, the availability of textbooks and other course materials, and scheduling of one three-hour class meeting per week rather than shorter class sessions that met more frequently during the week.

In addition to being more critical than evening students of their off-campus academic experiences, day students reported a greater need for strengthening student services in order that they might achieve their educational goals. Included among these services were library, counseling, advising, financial aid, classroom facilities and equipment, and student activities.

The educational goals and objectives of the two student groups are quite different. Evening students, who were far more likely than day students to be employed full-time, were more career-oriented and consequently were more likely to have attended the College to enhance their chances for a salary increase or promotion, improve their skills and knowledge for a current job, and develop skills to qualify for a new job or further their education. Since day students were more likely to be unemployed and preparing for transfer to a four-year school, they reported a greater interest in enrolling at the College in order to qualify for admission to another college, to increase their academic skills, and to complete college-level coursework in preparation for transfer.

Despite these differences, the programmatic interests of

the two student groups were fairly similar. Evening students were somewhat more interested than day students in business- related programs such as Accounting, Management, Data Processing and Real Estate. Many students from both groups were interested in pre-allied health programs, although day students indicated more interest in this programmatic area, as well as being slightly more interested in Education and Social Service programs.

While surprisingly large percentages of both group were degree-oriented, evening students were more interested in earning a degree at the College and many would, if possible, complete degree requirements at the off-campus site they were attending.

Although evening students were more likely than day students to indicate a willingness to take another course at the same off- campus location, they were less likely than day students to consider taking a course at the main campus. Their greater reluctance to enroll at the main campus appears to be a matter of convenience. A significantly larger percentage of evening students indicated that the convenience of class times, location, and the availability of certain courses were important factors that they considered in choosing a course enrollment location.

Issues related to parking and safety were far more important to evening students, who typically drove to get to class, while accessibility to public transportation was of greater importance to day students, who were more likely to use it as a means of getting to their class. Despite being dependent on different methods of transportation, the two groups had similarly timed commutes to class and had very similar limits on the longest reasonable time they wanted to spend commuting to class.

In general, evening students had achieved higher levels of education prior to enrolling at CCP and were more likely to hold dual enrollment at CCP and elsewhere. They were more likely to have already earned an associate's, bachelor's or graduate degree.

The most notable demographic difference between the two groups was that day students were

younger than evening students and were more likely to be African American.

Findings From Students Who Would and Would Not Enroll on the Main Campus

The off-campus questionnaire contained an item that asked students if they would consider taking courses at the main campus. Response to this survey item was the basis for disaggragating the sample into a dichotomous grouping of those who would attend and those who would not.

A clear pattern that emerged from the survey data was the greater importance that students uninterested in attending on the main campus attached to the convenience of location and concerns about safety. Since more of this group travelled to their class by automobile, parking related issues, such as adequate, well-lit parking areas, were more important for them. A greater proportion of students who would consider taking main campus courses used public transportation to get to their current off- campus class, therefore, issues related to public transportation, such as convenience and availability, were more important to them.

Other commuting factors that differed across the two groups were related to travel times to class. Students unwilling to attend at the main campus had a shorter commute to their present class and also considered a shorter time as the longest reasonable commute they would consider. Not only were they unwilling to attend classes at the main campus location, they were also much less likely to consider traveling a few extra miles to attend class at another off-campus site.

The two student groups did not differ appreciably with regard to their educational objectives. Similar percentages of students from each group were enrolled at the College for transfer, career development, and personal interest. Although more of the students willing to attend at the main campus intend to earn a degree at CCP, an equal percentage of students from both groups would complete degree requirements at their present site if able to do so.

A greater percentage of the group not interested in attending the main campus were employed full-time. Consequently, a greater percentage of them enrolled to improve current job skills or to improve chances for a raise or promotion. While equal percentages of both groups were enrolled at the College to prepare for transfer, a greater percentage of those willing to attend on the main campus enrolled at the College to fulfill certification requirements.

The programmatic interests of the two groups were somewhat different. More of the students willing to attend the main campus were interested in pre-allied health-related programs, while those unwilling to attend at the main campus were more interested in business-related programs such as Management and Accounting.

Students willing to attend the main campus reported they would require additional courses or services than were presently available at their current site. While equal percentages of both groups would like library services, counseling, advising, financial aid, and learning lab services strengthened at their current class site, a greater percentage of those unwilling to attend the main campus would like classroom facilities and equipment at their off-campus site improved.

Students unwilling to attend at the main campus were slightly less satisfied with academic aspects of their off-campus course, such as the advice and guidance they received for course selection, quality of instruction, availability and quality of textbooks and other course materials, and the scheduling of one three-hour class meeting per week rather than shorter class sessions that met more frequently during the week.

Demographically the two groups differed only in that minority students were more likely to consider main campus courses while white students were less likely to do so.

Methodological Approach - Data-Base Tracking of On- and Off-Campus Student Mobility Patterns

Survey results suggested that a large portion of on- and off-campus student populations were self-contained; that the choice of site was not arbitrary, but was based upon clear student preferences which could not easily be reversed by actions taken by the College. To test the mobility of students to and from off-campus instructional sites, several cohorts of students were tracked over time to see the extent to which students in the cohort moved to and from the main campus. The summary results of this analysis are shown below:

Entering Semester	Percent Starting Off Campus Who Enrolled One or More Semesters On Campus as of Spring, 1992	Percent Starting On Campus Who Enrolled One or More Semesters Off Campus as of Spring, 1992
Fall, 1989	13.4%	9.2%
Spring, 1990	12.7%	7.3%
Fall, 1991	15.1%	7.4%
Spring, 1991	11.4%	9.4%

Of the four cohorts initially enrolling off campus that were examined, the percentage of students who eventually enrolled on campus ranged between 11.4% and 15.1%. There was even less mobility for students who initially started on campus. The percentage of students who eventually moved off campus ranged between 7.3% and 9.4%. Younger students, men, and General Studies students were more likely to move from an off-campus location to an on-campus location. Women and older students were more likely to move from an on-campus to an off-campus location. Over

half (55 percent) of the respondents in the off-campus student survey stated they would enroll at the main campus, if necessary, to accomplish their educational goals. However, the clear preference was to attend at their off-campus enrollment site.

Methodological Approach - Faculty and Staff Survey

As part of a self-study survey, faculty and staff were invited to evaluate the academic programs and support services currently available off campus and to provide suggested improvements for these areas. Of the 400 faculty/staff who returned usable questionnaires, 94 (23.5%) taught at an off-campus site sometime during the last five years. Among survey respondents, the largest percentage of teaching experience was associated with the Northeast Regional Center, the oldest and least adequate center. Slightly fewer of the respondents had teaching experience at non-regional center neighborhood sites.

Several aspects of the off-campus experience were explored in the survey including satisfaction levels with teaching off campus and availability of student support services at these sites. Faculty and staff perceptions of the adequacy of off- campus facilities and equipment were also explored in the questionnaire. Suggestions for the improvement of off-campus operations were also solicited. Inquiry related to the adequacy of the off-campus physical plant and equipment was specific to the three Regional Center sites. Respondents assessed current needs as well as the needs at the Centers over the next five years.

Findings From Faculty and Staff

Survey respondents who felt qualified to respond to these questions felt the physical plant was less adequate than the equipment at the Regional Centers and the present physical plant at these sites was inadequate and that, with growth, future inadequacies would be even greater.

The perceived deficiencies in physical plant were related to inadequate space for both classrooms, faculty offices and supplemental instruction, such as tutoring. Concern was also raised about physical space limitations that prevented students from interacting with other students outside of the classroom. There were inadequate student lounges and study carrels. Computer hardware, AV equipment, science laboratory equipment, and duplicating were cited as the least adequate equipment at the Regional Centers. Dissatisfaction with the physical plant and equipment were largely related to one neighborhood site and one Regional Center.

While many of the respondents who taught at an off-campus site reported it was a satisfactory experience for them, there was a large percentage who reported having mixed feelings about their experiences. Faculty were complimentary of the off- campus students, praising their motivations, focus and responsible attitudes. There was also great satisfaction with the availability of parking and with the support received from Regional Center staff. Areas of dissatisfaction were associated with the inadequacy of facilities, poor coordination with the main campus, a calendar that is synchronized with the main campus, and lack of cooperation from Regional Center staff. Faculty suggest that there needs to be greater standardization with the main campus, including the calendar, course standards, expectations for student performance, teaching methods, support services, admissions, and testing policy.

The list of services that faculty would like strengthened off campus mirrors the list expressed by off-campus students. Library and learning lab services top the list, followed by counseling, advising, registration, and financial aid.

Discussion

The multiple methods described in this paper were fruitful in providing answers to the research questions that were posed on page 2 of this report. It was learned that economic factors are

extremely important to the enrollment process. High unemployment levels in the region and the transition from a manufacturing to a service-based economy have contributed to growth in higher education enrollments. Federal financial aid policies and tuition policies by CCP and four year colleges have provided further economic incentives for prospective students to attend CCP. Convenient location of facilities and class availability also encouraged many college-bound individuals to select CCP over other institutions.

The expansion of facilities over the last several years has allowed the College to capitalize on these strengths by providing a greater assortment of courses during day and evening hours at a variety of locations throughout the City. This expansion, in concert with regional economic conditions and reasonably priced tuition, has resulted in big enrollment increases off campus for the past several years. It is therefore critical to evaluate the student experience at regional centers with an eye towards improving classroom and out-of-classroom opportunity for students.

Given the greater dissatisfaction expressed by day students, the present model of program and service delivery on which the off-campus offerings were originally designed appears to be more appropriate for off-campus evening students than for students enrolled during the day. Before the development of off-campus regional centers, classes held at neighborhood sites were scheduled in the evenings and were attended by working individuals who were largely interested in the enhancement of career-related skills and opportunities. The expansion to regional centers and daytime course offerings has attracted students with different educational objectives and, consequently, different academic and support needs. These students are more traditional in their expectations for higher education, expecting and needing a greater complement of academic and social experiences to achieve their career and transfer objectives.

Mobility studies indicate there is little movement by students between campuses. It is also clear from student survey responses that a large proportion of off-campus students could not be

enticed to enroll at the main campus. For these students, the convenience of location and safety issues are paramount and they would enroll at another higher education institution if a course of interest to them were not available at the College.

This scenario was especially true for students enrolled at one of the College's regional centers located in the northeast corner of the City and not well-linked by public transportation to the Center City Main Campus location. Given the difficulty of traveling between this regional center and the main campus, and the limits that students at this site place on the amount of time they are willing to spend commuting to their classes, it appears that few students presently enrolled at this location could be enticed to the main campus.

It is also fairly apparent from the environmental scanning process and enrollment forecasting that this is an area of the City that is currently being underserved by the College and could accommodate future enrollment growth. Unfortunately, student enrollments have outgrown the facility resulting in a deficient physical plant at the present facility. This perception is shared by faculty, staff, and students. All of these constituencies feel the lack of classrooms, faculty offices, space for supplemental instruction such as tutoring, student lounges, and study areas are currently detracting from the quality of the educational experience at this off-campus location and will likely deteriorate further in the near future. This has prompted a rather immediate need to locate a more suitable facility in this area of the City.

While a new facility should resolve issues related to overcrowding, it presents other difficulties. One of the strengths of the main campus, as perceived by faculty, staff and students, is its diverse student body, which is representative of the City's population. A concern regarding further expansion of facilities away from the main campus location is the preservation of this diversity. The research results indicate these concerns may be legitimate in that minority students off campus indicated they would be more willing to enroll at the main campus than would off-campus

white students.

The staggering of programmatic offerings across campus locations has been suggested as a possible approach that might discourage the development of racially segregated campuses. This appears to be a reasonable solution given that a large number of students reported they would be interested in completing degree requirements at an off-campus location if they were able to do so. Responses to the student survey provide some guidance as to potential locations for certain programs. Business- related programs, such as Management and Accounting, were of more interest to off-campus students who were unwilling to attend at the main campus location and Allied Health programs, especially Nursing, were of greater interest to off-campus students willing to travel to the main campus.

Beyond concerns about diversity, there is an institution-wide recognition that student support services at off-campus locations need to be enhanced. Students, faculty and staff agree that library services, counseling, advising, financial aid, bookstore, and learning lab services, such as tutoring, need to be strengthened. While off-campus students were generally satisfied with their academic experiences, faculty and staff have expressed concerns about the lack of standardization of the academic experiences across sites. Concerns related to the excessive use of part-time faculty at off-campus locations, disparate course standards and expectations for students, class scheduling, inappropriate course placement of off-campus students, textbook unavailability and a shortened off-campus calendar have been raised.

Major Policy and Planning Conclusions

While this is work in progress as an institutional research agenda, the results to data have suggested several important institutional policy and planning considerations. These include the following:

1. The research has clearly demonstrated that the College's off-campus programs are serving multiple constituents with different needs. The College has not done as effective a job of collecting information about the educational backgrounds, enrollment goals, and support needs of off-campus students as it has for on-campus students. The data clearly suggest it is essential for the College to improve off-campus student data collection and to develop information which will assist the College to be more effective in designing programs and services for off-campus students.

2. Most students will not voluntarily move to and from off-campus locations. If the College determines that it is desirable to encourage the movement of off-campus students to an eventual attendance at the on-campus location, then this will have to be done through strong programmatic intervention. Students will have to be given strong programmatic reasons for attending the main campus which overcome the access issues which have resulted in their decision to enroll at an off-campus site. However, it appears unlikely that many students would respond to any form of programmatic intervention and, if the College failed to address their educational needs at its off-campus location, the student would opt to pursue their educational goals through a source other than CCP.

3. Because a large percentage of students will not attend at the main campus nor go to the main campus for student and academic support services, adequate support services must be provided to these students at the off-campus location if they are to fully accomplish their educational goals. Greater attention must be paid to such areas as counseling, advising, learning lab, and library resources at off-campus locations if the College is to be as effective at its off-campus sites as it is at its on-campus sites.

4. Enrollment levels at the College in the future will clearly depend in part upon the facility decisions which are made. Because many of the students attending off campus will not attend on campus, expansion of on-campus facilities will not address all of the potential enrollment demand which exists for the College. If there are financial or community service goals to be achieved through enrollment growth, then this will be optimized by both expanding the on-campus facilities and off-campus facilities. Because students will move to an on- or off-campus location in order to enroll in a unique program, it is not necessary for the College to duplicate expensive high-cost programs at multiple locations.

5. The profile of students enrolling at off-campus locations suggests that this group of students will be more influenced by cyclical forces than will on-campus students. Rapid enrollment growth during periods of high-employment and recessionary conditions is more likely to occur off-campus than on. As a result, flexibility in off-campus space appears essential, and overbuilding to respond to peak enrollment demands during a period of economic downturn is an obvious trap that the College must resist.

6. Enrollment forecasting and planning needs to consider different variables for off-campus students than it does for on. The same estimation equations and forecasting techniques will not be equally successful when applied to on- and off-campus students.

7. The physical characteristics of the campus are extremely important for students. Issues such as campus safety as evidenced by parking conditions, security presence, lighting, and easy access to public transportation are extremely important in the enrollment decisions of students, particularly women and evening students. Despite the fact that the College's Center City main campus is in the section of the City which

statistically has the lowest crime rate, the perception of lack of safety at the main campus has clearly discouraged many students from considering it as a viable enrollment site. Influencing enrollment patterns will clearly require a changing of students' perceptions about the safety of possible attendance options.

8. Currently College policy does not permit the offering of full degree programs at off-campus locations. The lack of mobility of off-campus students, coupled with the fact that many are interested in earning a degree, suggests that a careful institutional review of this policy should be undertaken.

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